 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Ms. McCarthy **Lesson #:** Two

**Facet:**Explain **Grade Level:** 10

**Numbers of Days:** Two classes **Topic:** Nutrition  
  
**PART I:**  
  
**Objectives**  
Students will understand the importance of healthy eating habits in regards to overall personal health. Students will know key terms such as;  
Student will be able to explain what a healthy diet is, as well as what a healthy diet might look like.   
**Product:** A podcast that defines and explains what a healthy diet is and what it includes.  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
  
**Rationale:** Throughout this unit, students will learn the difference between healthy and unhealthy eating habits, including the daily recommended intake of each protein, fats, and carbohydrates, as well as the possible risks related to unhealthy eating habits. Once students establish a general understanding of this, they will then take a look at their own health choices around food and nutrition and create a short-/long-term goal that include strengths, risks, and needs to achieve this goal.  
  
  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I –** Students will participate in the Find the Fib activity. During this, a statement regarding healthy eating habits will be given; students will determine the statement as either true or false. This will allow me to check for understanding.  
**Section II –** Self-Assessment using a checklist will be done while creating the podcast to ensure that each key idea is covered, as well as students will know the requirements beforehand and can attempt to get all the highest scores. By using a checklist, the teacher will score individual based on what check marks were given.  
**Summative (Assessment of Learning): Podcast (25 points)**: Students (individually) will create a podcast that defines and explains what a healthy diet is and what it includes. These groups will be chosen by the students. For this specific task, students will have guidelines of what needs to be included, musically inclined students can add music, naturalistic students can touch on organic foods, etc.  
  
  
**Integration**  
**Technology:** Technology includes creating a podcast, using Garage Band, which every student has access to with his/her school laptop.  
**Content Areas:**

**Math**- Finding portion sizes relative to ratios, plate sizes, ounces, etc.

**English**- Students will need to use appropriate grammar and word choice.  
  
  
**Groupings**   
**Section I -**Students will use a cluster/web graphic organizer to take notes. They will use this during the Let's Compare Notes cooperative learning strategy. Students will be able to compare their notes with one another in small groups of what the highlights were for the class, as well as what really stood out to them or what they didn't quite grasp.   
**Section II –**Students (in groups) will create a podcast that defines and explains what a healthy diet is and what it includes. These groups will be chosen by the students. For this specific task, students will have guidelines of what needs to be included, musically inclines students can add music, naturalistic students can touch on organic foods, etc.  
  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students are creating a podcast where they will be justifying negative health risks related to unhealthy eating habits.  
**Logic:** Students will be viewing portion sizes. The Find the Fib cooperative learning technique also would incorporate a logical intelligence approach.  
**Visual:** Students will use the cluster/word web diagram as a visual.  
**Musical:** Students can include music in their podcast as a beginning or ending tune.  
**Intrapersonal:** Students will be creating a podcast on their own, no partners.  
**Interpersonal:** Students will do the "Let's Compare Notes" method where they can share their notes with others.  
**Naturalist:** Students will be able to discuss the option of alternative eating habits, such as vegetarianism and organic food.  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
If a student is absent from class, he/she is responsible for picking up the handouts that were given out during the class. Handouts will be in a folder with his/her name on it in a specific bin that has the name and period that the student is in. Included in this folder students will see any texts, websites, or videos that the class got to look at on a given day, videos and text will be available for students to view. Students will also have a written note from the teacher that tells them whether they need to meet with them or not to further explain anything the student missed. Students should have picked a buddy at the beginning of the semester that they can pick up any notes from, as well as the teacher will make notes available on the wikispace. Students will be given the same number of days as the rest of the class to complete any assignments that they have missed. As for the podcast, they will be responsible for completing the task like the rest of the class. They will get the same number of days as the rest of the class (two classes, three days total) to complete this mini-project.  
  
**Extensions**  
**Type II technology:** During this specific lesson we will be using Garage Band to create a podcast. This gives the students the ability to record themselves, as well as add music, then upload it to the web (our wikispace).  
**Gifted Students:** Students will be working individually, therefore a lot of possibilities are offered for this product. Students will show their mastery through this podcast, but can take it to any level. The checklist that the students will receive is general, not specific. Yes all of the students will have to explain what a healthy diet is and what it looks like, but this can be done in many ways. Gifted students can take on the role of a person from a different country. This allows them to see the difference in foods eaten in a foreign country, opposed to in America.

**Materials, Resources and Technology**   
**-**Laptops   
-Garage Band  
-Pens/pencils and paper.  
-Checklists.  
-Graphic organizer.  
-Index cards.   
  
  
  
**Source for Lesson Plan and Research**  
<http://www.eduplace.com/graphicorganizer/pdf/clusterweb2.pdf> Cluster word web graphic organizer.  
Class wikispace (not currently set up).  
[www.fda.gov](http://www.fda.gov)  
[www.cdc.gov](http://www.cdc.gov)  
[ww.cdc.gov/healthyyouth/nutrition/facts.htm](http://ww.cdc.gov/healthyyouth/nutrition/facts.htm) Adolescent and School Health  
[www.letsmove.gov](http://www.letsmove.gov)  
[www.choosemyplate.gov](http://www.choosemyplate.gov)  
  
  
**PART II:**  
  
**Teaching and Learning Sequence**   
  
Room Arrangement: Desks will be grouped, four desks per group.  
  
**Day One:** Introduction of new lesson-- healthy diet. 80 minutes.

* Find the Fib. (5 minutes)
* Discuss answers given during Find the Fib, discuss what a healthy diet looks like and includes. (30 minutes)
* Let's Compare Notes. Students, in their desk groups, will compare notes as a means of checking for understanding. (15 minutes)
* Pass out checklist, assign the task to each student, and discuss what the podcast project is all about. (10 minutes)
* Garage Band tutorial. (5 minutes)
* Allow students to brainstorm ideas, check with each student to make sure they understand what they are assigned. Assignment is to start creating the podcast during free time, study hall, at home, etc. (15 minutes)

**Day two:** Continuum of previous class. 80 minutes.

* Discuss any questions related to content. (10 minutes)
* Discuss any questions related to podcast. (10 minutes)
* Allow time in class for students to work on the podcast. (25 minutes)
* Present podcasts to class. (30 minutes)
* Tell students what they will be learning next class. (5 minutes)

Students will understand that a healthy diet plays a major role in overall health. The two pinpointed questions for this specific lesson are; what is a healthy diet? and what does a healthy diet look like? Students will be aware of the food groups and how much of each we really should be eating. They will be able to apply this knowledge throughout the entire unit when considering their own eating habits and creating a short or long-term goal. *Students develop and analyze a plan to attain a personal health goal.* As a hook, students will partake in Find the Fib. I will read a true/false statement related to eating habits, students will need to tell whether it is the truth or a false statement. This activity will allow for me to see what they know about healthy eating. We will discuss the answers they gave during this activity. I will hand out graphic organizers and we will have a discussion of what a healthy diet looks like and includes. Students will compare the notes they take after. I will announce to everyone that there will be a mini-project that will be due next class. I will pass out the requirement sheet and checklist as I discuss what the project is all about.  
**Where, Why, What, Hook, Tailor:** Logical, Interpersonal, Verbal  
  
Students will know key terms such as; Body Mass Index, Calories, Macro-nutrients (definitions of each), Micro-nutrients (definitions of each), Minerals, Supplement, Vitamins (water soluble and fat soluble). Health risks related to poor eating habits. See content notes. While I am discussing the information to the students, they will be able to take notes on the graphic organizers I have handed out. Students will use the Cluster Web graphic organizer as well as the Let's Compare Notes cooperative learning technique to retain and understand what healthy eating habits entail. Students will use the graphic organizer to take notes during the class discussion. After the note-taking piece, students will then, in their groups, compare notes with the Let's Compare notes strategy.  
**Equip, Explore, Rethink, Tailors:** Visual, Verbal, Interpersonal, Intrapersonal  
  
Students will be able to define and explain what a healthy diet is and what it looks like. Students (individually) will create a podcast that will define and explain what a healthy diet is and what it looks like. Their podcast will be recorded using Garage Band, they will then upload it to the class wiki (after it has been edited and finalized). Before they start recording, we will take 5 minutes to do a tutorial on how to use Garage Band, for those who have not had any experience with it. I will be the one doing the tutorial, students will watch and follow along with me. We will just go over the basics of record, stop record, shortening voice clips, etc. Gifted students will be asked to choose a different part of the world, a specific country of their choice, and then create a podcast of what a healthy diet looks like and includes in that country. Students also have the option of discussing organic foods and/or vegetarianism, including music, and so on, that will allow the project to be somewhat personalized to their specific intelligence.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Musical, Naturalist, Intrapersonal  
  
Students will compare notes in their groups as a way of checking for understanding. This allows the students to discuss what they thought was important and possible things they missed. I will be walking around, listening, and going up to each group and discussing possible things they missed. Self-Assessment using a checklist will be done during the podcast making process to ensure that every required part is included, as well as give students some insight of what would be good to include, but maybe not necessary. Also, by using the checklist, the teacher will score the student based on what is checked off. The checklist will be the same for every student, even gifted students. I will assign what I would like each student to do based on level.  
**Evaluate, Tailors:** Interpersonal, Intrapersonal, Logical  
  
  
  
**Content Notes**   
Students will know…..   
  
The five main food groups. These groups include fruits, vegetables, grains, dairy, and protein foods.

* What it is:

1. Dairy- These include milk and milk based products, such as all percentages of liquid milk, pudding, yogurt, and cheese.
2. Grains- Whole grains, which include whole wheat flour, oatmeal, and brown rice and refined grains, which include white rice, white bread, and white flour.
3. Vegetables- Include leafy greens, like lettuce and kale, starchy vegetables, like potatoes and corn, red and orange vegetables, such as carrots and beets, beans and peas, and other vegetables, like cucumbers, peppers, and onions.
4. Protein foods- These foods include lean meats, poultry, and seafood. Eggs, beans, seeds, and nuts are all protein as well. Lastly, soy products are also a form of protein, soy products include veggie burgers and tofu.
5. Fruits- include apples, oranges, bananas, berries, melon, grapes, etc.

* How much is needed:

**Dairy-**

|  |  |  |
| --- | --- | --- |
| **Daily recommendation** | | |
| **Children** | 2-3 years old | 2 cups |
| 4-8 years old | 2 ½ cups |
| **Girls** | 9-13 years old | 3 cups |
| 14-18 years old | 3 cups |
| **Boys** | 9-13 years old | 3 cups |
| 14-18 years old | 3 cups |
| **Women** | 19-30 years old | 3 cups |
| 31-50 years old | 3 cups |
| 51+ years old | 3 cups |
| **Men** | 19-30 years old | 3 cups |
| 31-50 years old | 3 cups |
| 51+ years old | 3 cups |

**Grains-**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | **Daily recommendation\*** |  | **Daily minimum amount of whole grains** |
| **Children** |  | 2-3 years old |  | 3 ounce equivalents |  | 1 ½ ounce equivalents |
|  |  | 4-8 years old |  | 5 ounce equivalents |  | 2 ½ ounce equivalents |
| |  | | --- | |  | |  | | | | | | | |
| **Girls** |  | 9-13 years old |  | 5 ounce equivalents |  | 3 ounce equivalents |
|  |  | 14-18 years old |  | 6 ounce equivalents |  | 3 ounce equivalents |
| |  | | --- | |  | |  | | | | | | | |
| **Boys** |  | 9-13 years old |  | 6 ounce equivalents |  | 3 ounce equivalents |
|  |  | 14-18 years old |  | 8 ounce equivalents |  | 4 ounce equivalents |
| |  | | --- | |  | |  | | | | | | | |
| **Women** |  | 19-30 years old |  | 6 ounce equivalents |  | 3 ounce equivalents |
|  |  | 31-50 years old |  | 6 ounce equivalents |  | 3 ounce equivalents |
|  |  | 51+ years old |  | 5 ounce equivalents |  | 3 ounce equivalents |
| |  | | --- | |  | |  | | | | | | | |
| **Men** |  | 19-30 years old |  | 8 ounce equivalents |  | 4 ounce equivalents |
|  |  | 31-50 years old |  | 7 ounce equivalents |  | 3 ½ ounce equivalents |
|  |  | 51+ years old |  | 6 ounce equivalents |  | 3 ounce equivalents |

**Vegetables-**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Daily recommendation\*** | | | | |
| **Children** |  | 2-3 years old |  | 1 cup |
|  |  | 4-8 years old |  | 1½ cups |
| |  | | --- | |  | |  | | | | | |
| **Girls** |  | 9-13 years old |  | 2 cups |
|  |  | 14-18 years old |  | 2½ cups |
| |  | | --- | |  | |  | | | | | |
| **Boys** |  | 9-13 years old |  | 2½ cups |
|  |  | 14-18 years old |  | 3 cups |
| |  | | --- | |  | |  | | | | | |
| **Women** |  | 19-30 years old |  | 2½ cups |
|  |  | 31-50 years old |  | 2½ cups |
|  |  | 51+ years old |  | 2 cups |
| |  | | --- | |  | |  | | | | | |
| Men |  | 19-30 years old |  | 3 cups |
|  |  | 31-50 years old |  | 3 cups |
|  |  | 51+ years old |  | 2½ cups |

**Protein foods-**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Daily recommendation\*** | | | | |
| **Children** |  | 2-3 years old |  | 2 ounce equivalents |
|  |  | 4-8 years old |  | 4 ounce equivalents |
| |  | | --- | |  | |  | | | | | |
| **Girls** |  | 9-13 years old |  | 5 ounce equivalents |
|  |  | 14-18 years old |  | 5 ounce equivalents |
| |  | | --- | |  | |  | | | | | |
| **Boys** |  | 9-13 years old |  | 5 ounce equivalents |
|  |  | 14-18 years old |  | 6 ½ ounce equivalents |
| |  | | --- | |  | |  | | | | | |
| **Women** |  | 19-30 years old |  | 5 ½ ounce equivalents |
|  |  | 31-50 years old |  | 5 ounce equivalents |
|  |  | 51+ years old |  | 5 ounce equivalents |
| |  | | --- | |  | |  | | | | | |
| Men |  | 19-30 years old |  | 6 ½ ounce equivalents |
|  |  | 31-50 years old |  | 6 ounce equivalents |
|  |  | 51+ years old |  | 5 ½ ounce equivalents |

**Fruits-**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Daily recommendation\*** | | | | |
| **Children** |  | 2-3 years old |  | 1 cup |
|  |  | 4-8 years old |  | 1 to 1 ½ cups |
| |  | | --- | |  | |  | | | | | |
| **Girls** |  | 9-13 years old |  | 1 ½ cups |
|  |  | 14-18 years old |  | 1 ½ cups |
| |  | | --- | |  | |  | | | | | |
| **Boys** |  | 9-13 years old |  | 1 ½ cups |
|  |  | 14-18 years old |  | 2 cups |
| |  | | --- | |  | |  | | | | | |
| **Women** |  | 19-30 years old |  | 2 cups |
|  |  | 31-50 years old |  | 1 ½ cups |
|  |  | 51+ years old |  | 1 ½ cups |
| |  | | --- | |  | |  | | | | | |
| Men |  | 19-30 years old |  | 2 cups |
|  |  | 31-50 years old |  | 2 cups |
|  |  | 51+ years old |  | 2 cups |

* Benefits

1. Dairy-
   * Intake of dairy products is linked to improved bone health, and may reduce the risk of osteoporosis.
   * The intake of dairy products is especially important to bone health during childhood and adolescence, when bone mass is being built.
   * Intake of dairy products is also associated with a reduced risk of cardiovascular disease and type 2 diabetes, and with lower blood pressure in adults.Calcium is used for building bones and teeth and in maintaining bone mass. Dairy products are the primary source of calcium in American diets. Diets that provide 3 cups or the equivalent of dairy products per day can improve bone mass.
   * Vitamin D functions in the body to maintain proper levels of calcium and phosphorous, thereby helping to build and maintain bones. Milk and soymilk (soy beverage) that are fortified with vitamin D are good sources of this nutrient. Other sources include vitamin D-fortified yogurt and vitamin D-fortified ready-to-eat breakfast cereals.
   * Diets rich in potassium may help to maintain healthy blood pressure. Dairy products, especially yogurt, fluid milk, and soymilk (soy beverage), provide potassium.
   * Milk products that are consumed in their low-fat or fat-free forms provide little or no solid fat.
2. Grains-
   * Consuming whole grains as part of a healthy diet may reduce the risk of heart disease.
   * Consuming foods containing fiber, such as whole grains, as part of a healthy diet, may reduce constipation.
   * Eating whole grains may help with weight management.
   * Eating grain products fortified with folate before and during pregnancy helps prevent neural tube defects during fetal development.
   * Grains are important sources of many nutrients, including dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).
   * Dietary fiber from whole grains or other foods, may help reduce blood cholesterol levels and may lower risk of heart disease, obesity, and type 2 diabetes. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as whole grains help provide a feeling of fullness with fewer calories.
   * The B vitamins thiamin, riboflavin, and niacin play a key role in metabolism – they help the body release energy from protein, fat, and carbohydrates. B vitamins are also essential for a healthy nervous system. Many refined grains are enriched with these B vitamins.
   * Folate (folic acid), another B vitamin, helps the body form red blood cells. Women of childbearing age who may become pregnant should consume adequate folate from foods, and in addition 400 mcg of synthetic folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.
   * Iron is used to carry oxygen in the blood. Many teenage girls and women in their childbearing years have iron-deficiency anemia. They should eat foods high in heme-iron (meats) or eat other iron containing foods along with foods rich in vitamin C, which can improve absorption of non-heme iron. Whole and enriched refined grain products are major sources of non-heme iron in American diets.
   * Whole grains are sources of magnesium and selenium. Magnesium is a mineral used in building bones and releasing energy from muscles. Selenium protects cells from oxidation. It is also important for a healthy immune system.
3. Vegetables-
   * Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke.
   * Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers.
   * Diets rich in foods containing fiber, such as some vegetables and fruits, may reduce the risk of heart disease, obesity, and type 2 diabetes.
   * Eating vegetables and fruits rich in potassium as part of an overall healthy diet may lower blood pressure, and may also reduce the risk of developing kidney stones and help to decrease bone loss.
   * Eating foods such as vegetables that are lower in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.
   * Most vegetables are naturally low in fat and calories. None have cholesterol. (Sauces or seasonings may add fat, calories, or cholesterol.)
   * Vegetables are important sources of many nutrients, including potassium, dietary fiber, folate (folic acid), vitamin A, and vitamin C.
   * Diets rich in potassium may help to maintain healthy blood pressure. Vegetable sources of potassium include sweet potatoes, white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, spinach, lentils, and kidney beans.
   * Dietary fiber from vegetables, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as vegetables help provide a feeling of fullness with fewer calories.
   * Folate (folic acid) helps the body form red blood cells. Women of childbearing age who may become pregnant should consume adequate folate from foods, and in addition 400 mcg of synthetic folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.
   * Vitamin A keeps eyes and skin healthy and helps to protect against infections.
   * Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy. Vitamin C aids in iron absorption.
4. Protein foods-
   * Meat, poultry, fish, dry beans and peas, eggs, nuts, and seeds supply many nutrients. These include protein, B vitamins (niacin, thiamin, riboflavin, and B6), vitamin E, iron, zinc, and magnesium.
   * Proteins function as building blocks for bones, muscles, cartilage, skin, and blood. They are also building blocks for enzymes, hormones, and vitamins. Proteins are one of three nutrients that provide calories (the others are fat and carbohydrates).
   * B vitamins found in this food group serve a variety of functions in the body. They help the body release energy, play a vital role in the function of the nervous system, aid in the formation of red blood cells, and help build tissues.
   * Iron is used to carry oxygen in the blood. Many teenage girls and women in their child-bearing years have iron-deficiency anemia. They should eat foods high in heme-iron (meats) or eat other non-heme iron containing foods along with a food rich in vitamin C, which can improve absorption of non-heme iron.
   * Magnesium is used in building bones and in releasing energy from muscles.
   * Zinc is necessary for biochemical reactions and helps the immune system function properly.
   * EPA and DHA are omega-3 fatty acids found in varying amounts in seafood. Eating 8 ounces per week of seafood may help reduce the risk for heart disease.
   * Diets that are high in saturated fats raise “bad” cholesterol levels in the blood. The “bad” cholesterol is called LDL (low-density lipoprotein) cholesterol. High LDL cholesterol, in turn, increases the risk for coronary heart disease. Some food choices in this group are high in saturated fat. These include fatty cuts of beef, pork, and lamb; regular (75% to 85% lean) ground beef; regular sausages, hot dogs, and bacon; some luncheon meats such as regular bologna and salami; and some poultry such as duck. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat.
   * Diets that are high in cholesterol can raise LDL cholesterol levels in the blood. Cholesterol is only found in foods from animal sources. Some foods from this group are high in cholesterol. These include egg yolks (egg whites are cholesterol-free) and organ meats such as liver and giblets. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat.
   * A high intake of fats makes it difficult to avoid consuming more calories than are needed.
5. Fruits-
   * Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke.
   * Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers.
   * Diets rich in foods containing fiber, such as some vegetables and fruits, may reduce the risk of heart disease, obesity, and type 2 diabetes.
   * Eating vegetables and fruits rich in potassium as part of an overall healthy diet may lower blood pressure, and may also reduce the risk of developing kidney stones and help to decrease bone loss.
   * Eating foods such as fruits that are lower in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.
   * Most fruits are naturally low in fat, sodium, and calories. None have cholesterol.
   * Fruits are sources of many essential nutrients that are underconsumed, including potassium, dietary fiber, vitamin C, and folate (folic acid).
   * Diets rich in potassium may help to maintain healthy blood pressure. Fruit sources of potassium include bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.
   * Dietary fiber from fruits, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as fruits help provide a feeling of fullness with fewer calories. *Whole or cut-up fruits are sources of dietary fiber; fruit juices contain little or no fiber.*
   * Vitamin C is important for growth and repair of all body tissues, helps heal cuts and wounds, and keeps teeth and gums healthy.
   * Folate (folic acid) helps the body form red blood cells. Women of childbearing age who may become pregnant should consume adequate folate from foods, and in addition 400 mcg of synthetic folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.

* Other information:

1. Fats-
   * Fats can be either solid or liquid (at room temp.)
   * Types of fats, saturated, unsaturated, and trans.
   * Examples of different fats include, oils(canola, vegetable, peanut), meat fat, margarine, and butter.
2. Empty calories:
   * Empty calories are considered to be solid fats and added sugars.
   * Solid fats include butter and beef fat.
   * Added sugars would be extra sugar and syrups like in soda.

|  |  |
| --- | --- |
| **Food with some empty calories** | **Food with few or no empty calories** |
| Sweetened applesauce (contains added sugars) | Unsweetened applesauce |
| Regular ground beef (75% lean) (contains solid fats) | Extra lean ground beef (95% or more lean) |
| Fried chicken (contains solid fats from frying and skin) | Baked chicken breast without skin |
| Sugar-sweetened cereals (contain added sugars) | Unsweetened cereals |
| Whole milk (contains solid fats) | Fat-free milk |

**Handouts**  
Graphic organizer  
Checklist  
Place mat from choosemyplate.gov  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
*Clipboard:* Students who are classified as clipboards will enjoy the cluster web that will be used when taking notes. These students like organization and structure. Clipboards like learning material that can be applied to everyday life, health is all about that. Working in groups when comparing notes and having a checklist are also both very beneficial to these learners. They like having the peer feedback and the structured plan.  
***Microscope:*** Microscopes, or the students who like to be able to organize and analyze things themselves, will benefit from being able to research healthy eating habits, standards, etc. They will also like having the option of doing the United States standards or a country of their choice (gifted students), these students like a challenge. Presenting information and having discussions will allow them to gain the most insight, as well as giving them the links that the class notes are based off because they learn best from "lectures" and reading. The graphic organizer will also allow them to organize the information they gaining about what a healthy diet is and what it looks like. Microscopes are logical thinkers, the ratio and balance of what is on their plate and having it broken down into cups, ounces, etc, is useful.  
***Puppy:*** This lesson will cater to the "puppy" learning style because it allows students to be creative when it comes to making their podcast, they can include music or something that might even relate to a specific interest, like organic foods. They have the choice of what task they will be doing, which can further allow creativity, the student can pick any country. The checklist given for the product is detailed enough so that students will know what information is required and that it must be the podcast, however, they can present it as a news team, add music, create a new personality, the list goes on. The guidelines are specific to content, not creativity, so this will allow the puppies, the creative learners, to really get into the product and the information. Learners classified as puppies also like having the social interaction, so working in groups will be fun for these students, even if it is just for a little while.  
***Beach Ball:*** The beach ball learners like to create and try new things. Being able to create a podcast will be fun for these students because they also enjoy acting. Using Garage Band will be new to some students, including beach balls, and they will really enjoy being able to use the software to create a podcast regardless of the information they have to present. Beach balls have curious and excited personalities, they enjoy challenges (gifted students' task), and are eager about learning new materials and trying out new ideas and devices.  
  
  
***Rationale:*** By catering to each of the four learning styles, I will be able to ensure that all my students are comfortable in the learning atmosphere. Students will be able to push themselves in some areas and find their niche in others. This will hopefully allow for overall success throughout the entire class.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
**Section I –** Students will participate in the Find the Fib activity. During this, a statement regarding healthy eating habits will be given; students will determine the statement as either true or false. This will allow me to check for understanding.  
**Section II –** Self-Assessment using a checklist will be done while creating the podcast to ensure that each key idea is covered, as well as students will know the requirements beforehand and can attempt to get all the highest scores. By using a checklist, the teacher will score individual based on what check marks were given.  
***Summative (Assessment of Learning):* Podcast (25 points)**: Students (individually) will create a podcast that defines and explains what a healthy diet is and what it includes. These groups will be chosen by the students. For this specific task, students will have guidelines of what needs to be included, musically inclined students can add music, naturalistic students can touch on organic foods, etc.  
  
***Rationale:*** Engaging learners in multiple ways will ensure that everyone can have their needs being met throughout the course of this lesson. Allowing students to learn from one another, as well as teach one another, will allow them to grow as individuals and help them fully grasp the key concepts. Giving a checklist that states specifically what things need to be included in the product, but also allowing creative freedom at the same time aids in decision making and personal growth as well.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
***Rationale:Why did you pick this facet for this lesson?***  
***Content Knowledge:*** See content notes.  
  
  
***MLR or CCSS:***  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
***Facet:*** Explain  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies***  
  
**Verbal:** Students are creating a podcast where they will be justifying negative health risks related to unhealthy eating habits.  
**Logic:** Students will be viewing portion sizes. The Find the Fib cooperative learning technique also would incorporate a logical intelligence approach.  
**Visual:** Students will use the cluster/word web diagram as a visual.  
**Musical:** Students can include music in their podcast as a beginning or ending tune.  
**Kinthestic:**  
**Intrapersonal:** Students will be creating a podcast on their own, no partners.  
**Interpersonal:** Students will do the "Let's Compare Notes" method where they can share their notes with others.  
**Naturalist:** Students will be able to discuss the option of alternative eating habits, such as vegetarianism and organic food.  
  
***Type II Technology:*** Students will create a podcast using Garage Band. They will edit this and then upload it to the class wiki.  
  
***Rationale:*** This lesson caters to individual intelligences and different learning styles. It is important to know that each student learns differently and we should try our best to meet their needs so they can achieve success. Students will also be challenged during this lesson, and they may also have to step outside their comfort zone just a bit, but they will not be challenged so much that it will cause them much distress. Not only will my students gain and express mastery of the subject matter of this specific lesson, but they will (hopefully) learn something about themselves (how they learn, maybe) and learn something about their peers (how their peers learn, how to work together, etc.) as well.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness

* I will give my students positive feedback.
* Students will be allowed to personalize their podcast with music. They can also create a person with a different name, accent, etc. than their own.
* Students will be encouraged to be creative, the checklist is specific of what content needs to be included, yet it is broad enough to leave room for the imagination piece.
* I will offer vague ideas for struggling students. They can take that idea and expand on it.

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

* Students will be using garage band and creating a podcast.
* Students will be researching either the United States or a country of their choice, specifically about what a healthy diet is and looks like.
* Students may include health risks (this will be gone over more thoroughly in a later lesson).

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

* Students will have a checklist they can refer to.
* I will be grading based on the checklist (amongst other things).
* Students will do the Let's Compare Notes activity.
* Students can include their own opinions in their podcast about what a healthy diet is.

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

* I will have discussions with the class.
* Find the Fib.
* Let's Compare Notes.
* Catering to the multiple intelligences.
* Catering to multiple learning styles.

***Rationale:*** Giving students many options within specific parameters allows my students to be creative and use their imagination. I cater to seven of the eight multiple intelligences and all four of the learning styles. I encourage students to create a podcast that is over what is a healthy diet and what does it look like, but allow them to have fun with it. They can add music, become a new person, make it funny, make it serious, the possibilities are great. Creating a podcast and having them use Garage band to do so s a learning experience for some.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

* Research based assignment.
* Students will be using Garage Band and creating a podcast.
* Visual aid of choosemyplate.gov.
* Encourage students to use music and/or sound effects.

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

* In-class tutorial, presented by myself, about how to use Garage Band.
* Students will have a checklist.
* Students will have time in class to work on this project and ask me any questions they have.

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

* Caters to multiple intelligences.
* Caters to all four learning styles (puppy, beach ball, clipboard, microscope).
* Using Cooperative Learning techniques, Graphic Organizers, having discussions.

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

* Students have a wide variety of how to approach their podcast.

***Rationale:*** The use of Garage Band to create a podcast, as well as the cooperative learning technique, graphic organizer, and means of checking for understanding allows students to express what they have learned. It also allows them to show me what they still need to learn, although they may not know it. Students will be encouraged to be creative and think outside the box. Students will be able to work in an atmosphere they are comfortable in most of the time, but they will also have to try new things and maybe step outside their comfort zone just a bit. This will help the students not only master the content, but also gain insight on who they are, what helps them learn, and how they can try to see ideas in a new light.